

"When I arrived, I put my piano into an empty first-floor show room in the business block, set it up as a studio, advertised and had no takers.

Finally after she had knocked on doors for three or four months, she got her first student, the daughter of the town sheriff, and from then on the number of students grew. Adelaide even went to surrounding towns to teach music.

"One of the towns was quite far away and the sheriff always met the night train and accompanied me back to my aunt's home. He knew that it was scary for a young girl to be out so late at night."

"In about six months, I had a pretty good-sized group of students. We held a recital every month at the church where I was choir director.

Soon she was earning enough money to rent a house and she sent for her mother and sisters to join her.

But after a while, she told her mother, "I can't go on just teaching piano. I have to go to college." So she enrolled in the State College of Washington (Now Washington State University). Because it was a land grant college, one of dozens of colleges and universities entitled to support from the federal government, tuition was free.

In college, Adelaide Patey found that she was adept not only at music, but at foreign languages. And when she injured her eye and was unable to perform a senior piano recital, she wound up majoring in French.

She earned her bachelor's and master's degrees in languages and music from Washington State University and then taught at Littlefield College, where she met Henry Patey, a student.

"He made sure he'd never take a class from me. I suppose he thought I'd think less of him if he didn't do well in my French class."

They were married in 1926. Henry became superintendent of schools on Sitka Island in the Aleutian chain in Alaska. She spent a year there with him teaching school.

He had a dog team and sled and was "kind of a daredevil," according to friends, but "I never knew quite what chances he was taking racing around in the blizzards."

The Pateys decided to earn their doctorates and enrolled at Columbia University in New York City. Adelaide studied romance languages and for six months attended the Sorbonne in Paris, and Henry studied psychology.

But neither finished doctoral studies.

"We were at Columbia when the Great Depression hit and everything went out flat. We just had all we could do to keep alive. We scurped along for a time, half starving. It was awful!

"Then Henry got a break. He landed a job with the National Commission for Mental Hygiene. He was hired to do a study of the therapeutic value of education. That was wonderful," Mrs. Patey recalled.

"He and Dr. George S. Stevenson wrote a book togeth-

er. The book was published. It was a wonderful time. At least we had a decent income for a little while.

"Next Henry was hired by the Cabot Foundation to do a study on the prevention of delinquency and we moved to Cambridge, Mass. I got a job teaching Spanish at Dana Hall in Wellesley.

"It was difficult for me," she said. "I had to take a train from Cambridge to Boston and then out to Wellesley. After about a year of commuting, Henry said, 'You are not going to live like this. Let's find a house in Wellesley. I'll commute.'"

They looked at several houses in Wellesley then found the one, a dream house. It was an English cottage, "a little nook in the woods in the middle of Wellesley."

She continued teaching Spanish and music at Dana Hall and Henry worked as a psychologist.

Although World War II was on, their life was cozy. But the Pateys long-awaited life of comfort in their middle years took a radical change. They were in their 50s and about to go into battle.

Their battle was to be for the lives and minds of children who were highly intelligent, but not right — "crazy kids" some unenlightened people might call them.

When the Pateys began their mission to help these special children, little was known about how to help them. Now, in professional circles, the Pateys are known for their brilliance and dedication to providing a community of support and education for such children. They are also known for the results.

The boy they first took in and did wonders with prompted many requests for their help.

Soon they knew they would have to start a school. They first tried living in Mason, N.H., but it was too far out in the country.

Then a friend told them of a place in Rindge that was for sale. It had several barns and buildings, 1,750 acres of forests, hills, and meadows and three lakes, as well.

But it wasn't easy to get. They sought everywhere for funds, even trying the Ford Foundation, with no success.

"It wasn't easy for a family to purchase a piece of property like this and get it moving," said Mrs. Patey.

"And so, we sold our dream house in Wellesley." The living room had a sun deck out back and there were two wings on each side of the living room. There were trees all around and the birds were so tame they would feed out of her hand. "It was a lovely home," she said, shaking her head sadly. "To give all that up was such a wrench."

But it has meant a great deal to the hundreds of children who've had room to roam at Hampshire Country School.

There are two things that have always characterized the school. First, it has accepted brighter-than-normal students who were not doing well in school and in their personal functioning. Second is a certain graciousness — a way of dealing with one another.

Students will remember games of chess with Mr. Patey and invitations to afternoon tea with Mrs. Patey.

There are about 27 children and 20 staff members. The cost of the year-round program ranges from \$14,000 to \$17,000.

There is a high level of purposeful activity. The students are always involved in musical activities, sports, such as swimming, horseback riding, camping, hiking and skiing. They stage musicals, with Gilbert and Sullivan being favorites. They have a band and a chorus, and they do a lot of writing.